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ABSTRACT

This guide contains teaching/learning activities for Oklahoma teachers and counselors to use in helping students at all levels to explore career options. The first two sections of the guide discuss use of the National Career Development Guidelines by counselors and teachers, provide a directory of regional career development specialists, and describe their role. The third section provides suggested activities for the topics of introduction to career planning; self-knowledge; career planning and exploration; educational and vocational development; and the world of work, training, and educational options. Transparency masters are provided in the following two sections. A high school planning guide involving students and parents and a form for evaluation of the guide are also included. (KC)

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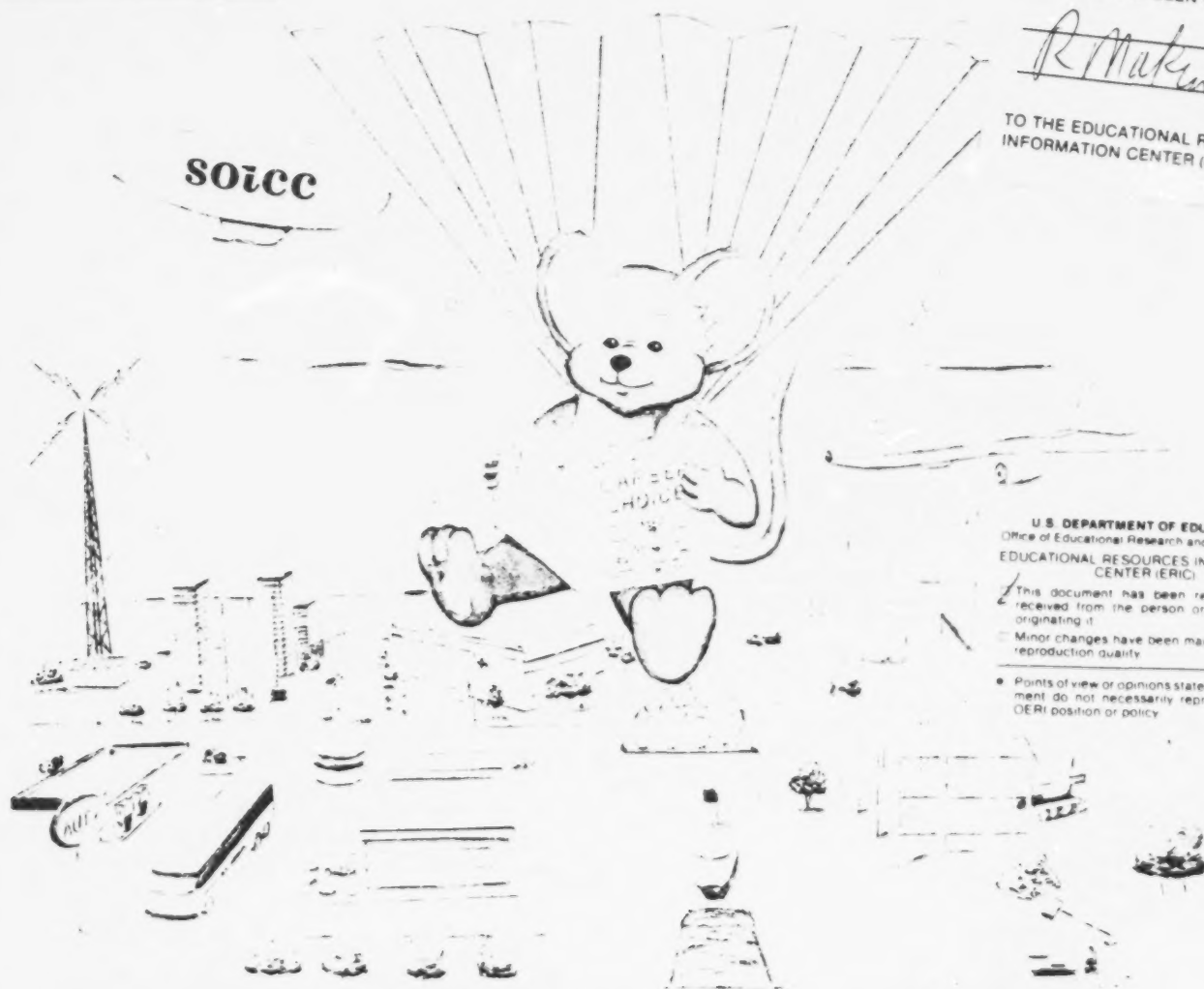
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CAREER CHOICES

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Jump Into The Right Career . . . Know Your Choices!



Submitted by Dr. Phyllis Tarrant, Ph.D.

Dr. Tarrant is an experienced educator who has worked in the area of career education as a teacher, counselor, regional career development specialist, and administrator. She has participated in curriculum development, written and implemented career education grants, and currently serves as the elementary principal for schools in Prue, Oklahoma.

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OPINION QUESTIONNAIRE

The opinions of you, your students, and their parents are needed to improve future publications. Please have your students take time to complete and mail in the opinion poll on page 40 of the tabloid. You may use the evaluation form included in this guide. Perhaps this could be a class project, one that would illustrate the power of consumer opinion.

FOR THE COUNSELOR

The National Career Development Guidelines are intended to provide a basis for the development and implementation of improved career guidance and counseling programs. The guidelines provide a comprehensive set of competencies and indicators in three areas: self-knowledge, educational and vocational development, and career planning and exploration. The competencies represent general goals and the indicators represent specific skills and abilities that individuals should master in order to deal effectively with lifelong career development tasks. Oklahoma Career Choices can be used to meet the competencies.

For more information, to order a set of guidelines or a single level contact:

The Northwest Regional Educational Laboratory
ATTN: Document Reproduction Service
101 SW Main Street, Suite 500
Portland, OR 97204
1-800-547-6339 Ext. 518

FOR THE TEACHER

The key element of a career development program is the **PRACTICAL APPLICATION OR RELEVANCY** of the subject area to a specific profession or job. When the connection is made and the student understands the need to learn certain things if their professional goal is to be obtained, the core subject area becomes a motivating vehicle to get to the next level of the individual career plan.

Teachers are charged to motivate students--an impossible task. Better that teachers accept the challenge to provide opportunities that encourage students to motivate themselves. The best teachers accept the challenge and, by using a variety of teaching/learning styles, provide opportunities for students to learn, grow, and accept responsibilities for themselves.

REGIONAL CAREER DEVELOPMENT SPECIALISTS ASSIST SCHOOL DISTRICTS WITH CAREER PROGRAMS

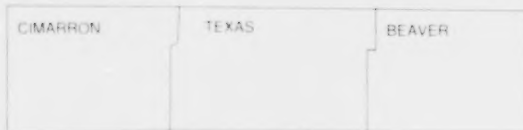
It has never been as important to prepare students for their role in society as it is today. If this nation is going to stay competitive in the marketplace, the responsibility of that preparation should become a part of any comprehensive educational system. Career development specialists are available to assist school districts in designing and implementing a long-range **Career Development Program**, tailored to the specific needs of a given district and community.

Career development is a multi-faceted, long-term **PROCESS**, not an event or an occurrence. The career development specialist assigned to your area will be contacting school officials to offer assistance in designing a program (K-12) with the integration and infusion of career education to target the core curriculum areas of math, science, social studies, and English. Regional Career Development Specialists are listed on the following two pages with the counties they service.

Oklahoma Department of Vo-Tech

Regional Career Development Specialists

Assist School Districts With Career Programs



Gina Haury, State Coordinator of Career Development Services and Seemore Opportunities, the "Oklahoma Career Choices" mascot.

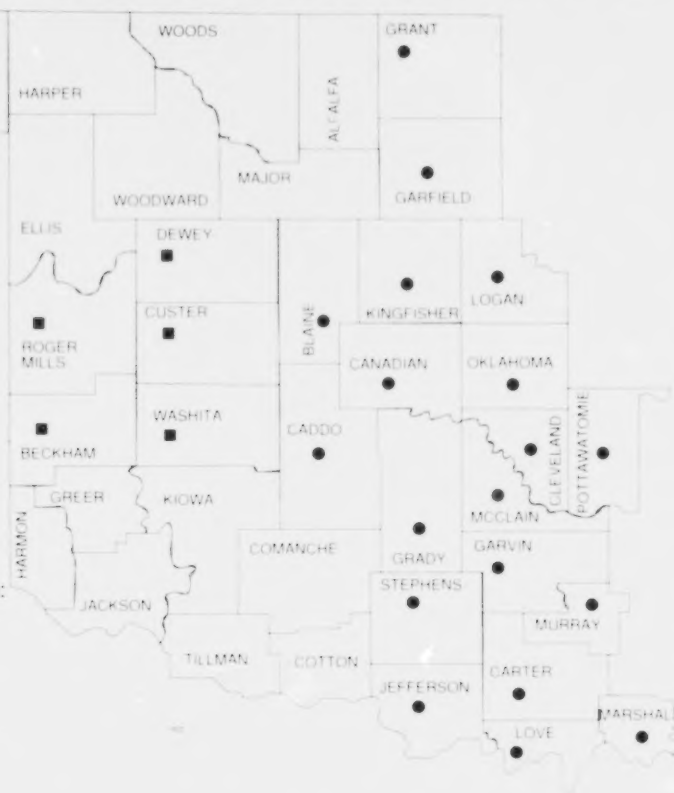
For additional information or to contact the Career Specialist in your area, call or write to:

Career Development Services
Administrative Office
4300 N. Lincoln Blvd., Suite 203
OKC, OK 73105
(405) 424-3737

Dolly Newberry

Counties Served

Carter
 Jefferson
 Love
 Marshall
 Murray



■ Western Area Vo-Tech School Mobile Career Program
 Cheryl Bell and Cash Register, Career Specialists
 ● Regional Career Development Specialists



Mary O'Connell

Counties Served

Caddo
 Canadian
 Grady
 Stephens

Clifford Harris

Counties Served

Hughes
 Oklahoma
 Pottawatomie
 Seminole
 Lincoln



Sara Green

Counties Served

Cleveland
 Garvin
 McClain
 Oklahoma

Dwight Thurmond

Counties Served

Blain
 Kingfisher
 Logan
 Oklahoma





Wilma Lovejoy

Counties Served

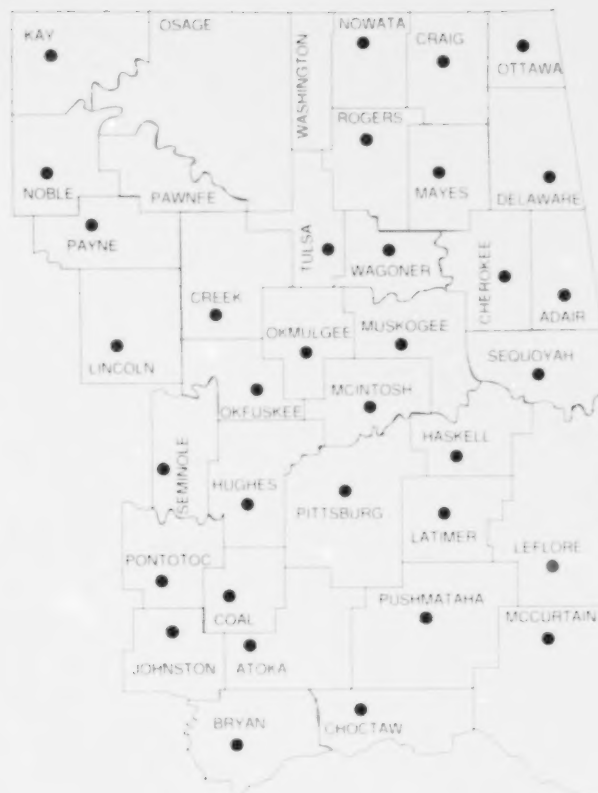
Garfield
Grant
Kay
Noble



Rita Teal

Counties Served

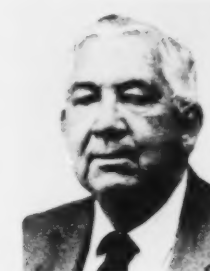
Craig
Delaware
Mayes
Nowata
Ottawa
Rogers



Marjorie Powers

Counties Served

Adair
Cherokee
Sequoyah



Raymond Wilson

Counties Served

Haskell
McIntosh
Muskogee
Okmulgee
Pittsburg
Wagoner



Leona Edwards

Counties Served

Bryan
Johnston
Pontotoc

Jimmie Archey

Counties Served

Atoka
Choctaw
Coal
McCurtain
Pittsburg
Pushmataha



Jerry Pebsworth

Counties Served

Hughes
McIntosh
Okfuskee
Okmulgee
Latimer
Pittsburg



Anita Risner

Counties Served

Creek
Payne
Tulsa



Anita Love

Counties Served

Latimer
LeFlore
McCurtain
Pushmataha



SUGGESTED ACTIVITIES

INTRODUCTION TO CAREER PLANNING

Career development has become increasingly important in recent years. Students must be able to relate their interests, skills, abilities, and educational choices to a career plan. Career development is a life long process. This booklet suggests ways that teachers may broaden the student's concept of careers and the relevancy of basic skills to the world of work.

Objective: The student should be able to discuss future goals.

Activities:

- Have students discuss their parents' expectations for them in the future; have parents discuss a career field, specific occupation, schools or training, or money to be made!
- Have students consider, "What do you want to be when you grow up?" As they answer this question, point out that being successful in an occupation requires that they be both interested in the job and be good at it. For example, many college athletes are interested in professional sports but few have the talents.
- Have students read "Academic Preparation: A Must for Athletes" on page 35.
- Discuss how many students from your school in the last ten years have gone on to college sports.
- Discuss how many have gone on to play professional sports or gone to the Olympics.
- Discuss how future goals are affected by career paths. How do occupations affect lifestyles? Have students discuss the lifestyle they would like in five, or ten years.
- How will they get there?
- Discuss how realistic both the parents' expectations and the student's are for that student. Why?

SELF-KNOWLEDGE

Successful career development plans require that people have a clear understanding of themselves and of the conditions, requirements, and opportunities in the labor market. Students continually discover new interests and develop new skills, and then apply that information to changing occupational opportunities and labor market conditions.

Objective: The students should be able to determine the characteristics that are most important to them in order to research possible career options.

Activities:

- To help students in their self-assessment, locate the article "Find Out Who You Are" on page 4 and have them complete the information requested.
- Discuss how important personal characteristics are to job satisfaction. In particular, discuss personal preference for working with:

- Information/Data - Occupations are focused on records, files, numbers and facts. Bank teller, bookkeeper and accountant are data occupations.
- Things - Occupations deal mainly with machinery, tools, materials and living things. Auto mechanic, lab technician and cook are thing occupations.
- People - Occupations are mainly concerned with the helping, caring for, or serving other people. Social worker, teacher, and minister are people-oriented occupations.
- Ideas - Occupations involve theories, insights, and new ways of saying something in an art form, music, words, or equations. Designers, composers, and scientists work mainly with ideas.

- Relate personal characteristics and lifestyle expectations to career options.

CAREER PLANNING AND EXPLORATION

Students will need to learn to locate and utilize reference sources to explore career options. (Refer to page 39.)

Objective: The student should be able to utilize research skills to review careers and career options.

Activities:

- Have students select several career titles that might be interesting to research. Try to include some of the "hot" careers for the future. (See page 10.)
- Explain that "primary sources" include people who have firsthand knowledge of the occupation/career field. Invite people who have expertise in these career areas to come in and talk with students. Arrange for "shadowing" experiences, career fairs, etc., that will help students better understand the world of work.
- Have students write summaries of each presentation. Work with the English teacher to give credit for an English assignment. Assignment could focus on:
 - "ordering" and other components on developing good paragraphs
 - one "main idea"
 - interviewing skills
 - compare and contrast
 - editing by another student or small group could follow
 - oral presentation
- Have students locate data on the careers that interest them, using newspaper ad., library and database resources such as Career Search (See page 10), other materials provided by guidance counselors, etc., and the information in the Oklahoma Career Choices "Career Chart" on pages 20-35.
- Have students review all the conditions, requirements, and opportunities of occupations they are considering as related to their own personal preferences.

They should consider:

- what people do in occupations
 - how much do they get paid
 - will there be jobs in this field in the future
 - what chance will there be for advancement in this area
 - what kind of education, training or other preparation is needed for this field
 - where is training offered
 - how much will training cost
- Have students review information in the article "How Far Will Your Paycheck Really Go?" on page 37.
 - Discuss your community and the cost of living. How well will the salary projected in their career choice meet that cost of living? Does it meet the standard of living that the students expect?
 - Have students report orally about their career choice.
 - Have students take part in the Essay Contest described on page 40.
- Coordinate with the English teacher for students to receive credit for a written assignment. Coordinate with the social studies teacher for students to receive credit when possible in psychology, sociology, or personal development classes. Perhaps the health teacher requires a unit on personality. Check with business teachers who may also give credit for the essay as an extra assignment.

EDUCATIONAL AND VOCATIONAL DEVELOPMENT

The following excerpts are from a speech given by Francie Soliday, 1989-90 President of the Oklahoma Vocational Association, to members of Task Force 2000 during one of the group's weekly meetings. Francie Soliday is an assistant director of full-time programs and coordinator of vocational student organizations at Gordon Cooper Area Vo-Tech School in Shawnee.

"During the 1988-89 school year, a total of 84,682 students in Oklahoma were enrolled in secondary vocational programs. Vocational education helps educate the total person and, contrary to some public opinions, does not retard the chances for college entry. In fact, vocational classes can provide expertise through intense study in the specialty area of college pursuit. Nearly one third of Oklahoma's vocational students do go on to post-secondary education, and of those, about 60 percent enroll in a collegiate program directly related to their high school vocational education courses. In addition, vocational education provides a safety net to help students who do not have college degrees earn a living. These learned skills also help students work their way through college with a job that pays better than minimum wage.

"With this knowledge, why then are students tracked into channels to be college bound or vocational? College is not a career. What do students who do complete college plan to do with their college education? Did they gear this education toward

a specific occupational objective or get a general college education? Going to college should be a means to an end--not the end. Upon completing, they should be ready to enter the job market in a realistic and existing job.

"College is an important part of the education picture. But students should not be channeled into college without having an educational plan in place that will serve as a road map to employment. Students need to know the employment trends, where the jobs will be when they will be ready to seek employment, and what kinds of skills, both academic and vocational, they will need to secure employment. Job satisfaction can also be enhanced when students pursue employment knowing the requirements, both academic and vocational, that are required of them."

THE WORLD OF WORK, TRAINING AND EDUCATIONAL OPTIONS

Objective: The students should be able to compare training and educational options available to meet their career goals.

Activities:

Prepare a transparency of this phrase:
(Transparency 1)

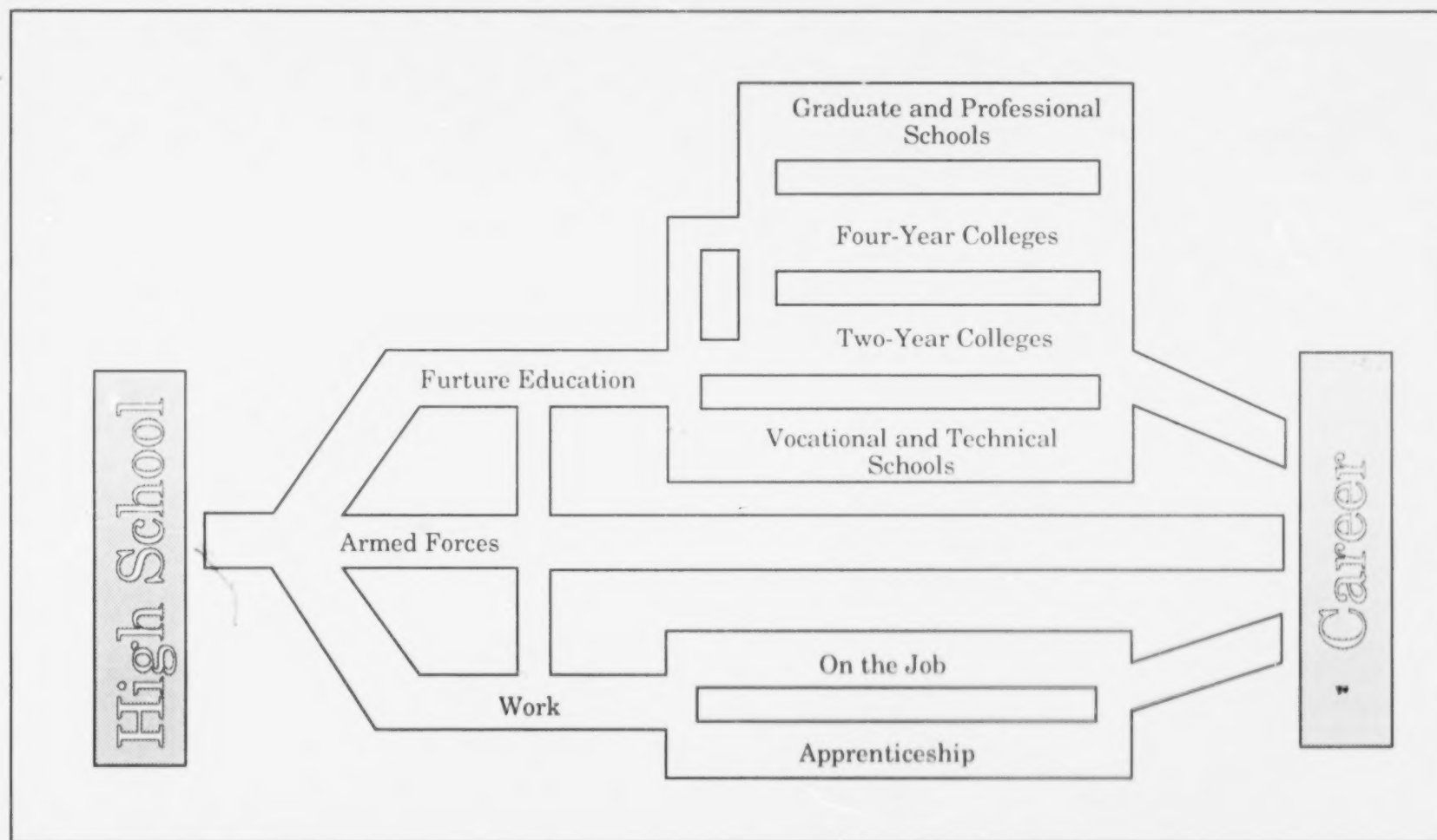
OCCUPATIONAL CHOICE

+ THE RIGHT EDUCATION

= THE RIGHT CAREER FOR YOU

Enlarge and make a transparency of the "Training and Educational Options after High School" illustration on page 8.

Training and Educational Options after High School



- Ask how many students plan to go to college, vocational/technical school, or other training programs.
- Read aloud or make copies of the information given in the excerpts from the speech by Francie Soliday.

Show Transparency Master 1

- Discuss how many people feel that everybody should go to college these days.

Topics to cover:

Although over half of the people who graduate from high school do take additional schooling, it is not always the traditional four-year college.

More and more high school graduates obtain job-related training in technical schools, community colleges, government training programs, military, or part-time school/employment.

Point out that any education gained in high school (learning to read, communicate, and take responsibility for their own education) is only the beginning of the education needed to be successful in the world of work.

Discuss how learning/training is a lifelong process--that with today's technology even manufacturing processes change every five to seven years and those who work in that setting must constantly be retrained to meet the needs of their employers.

Show Transparency Master 2

- Use the "maze" to discuss training and educational options.
 - learn a trade while at work
 - enroll in an apprenticeship program that combines on-the-job training with classroom instruction (See page 18)
 - attend a vocational or technical school to learn job skills like computer operator or aerospace technician (See pages 13 and 15)
 - training and experience in the armed forces (See page 18)
 - prepare through college (Pages 12 and 13)

Students often are not aware of just how much information is available, nor are they aware of all the opportunities. Many feel they just don't have a chance to really have a career and are prepared to settle for "just a job."

- Have students to read the student success stories on pages 11, 17 and 36.
- Use the stories to demonstrate the obstacles people can overcome if they will seriously consider what they want to be when they "grow up."

- Point out sources for financial aid, (See page 19). Discuss who would qualify.
- Read the article "Developing Good Decision-Making Skills." Use this model to walk through choosing a career.
- Select a few careers and explore the options for training to get to that career.
- Discuss how the path that is chosen depends on the particular kind of career and the amount of time, effort, and money that the student is willing to invest in preparation.

Work with the English teacher(s) to make a written assignment that will meet their requirements for a research paper or other written assignment. (Enter the **Essay Contest** described on page 40.) There are divisions for grades 7-9 and 10-12. The content should require students to compile personal, as well as occupational, research that will help students start an individual career plan.

They should:

- explore a specific career field and/or occupation
- compare and contrast occupational choices with personal interests and skills
- research the lifestyles of people in that field
- discuss the future of that occupation
- discuss education plans to meet goals

PLANNING YOUR SCHEDULE

One of the most important decisions students make in high school is planning their class schedules. Students must carefully consider what classes are required and what classes prepare them for the future--either to enter the job market upon graduation or prepare for further education and training.

- Read "Obtaining Basic Skills for Success" on page 36. Discuss H.B. 1017 and any changes that would be necessary at your school to meet those changes.
- Review the 20 credits necessary for graduation from Oklahoma public schools.
- Does your school have additional requirements--specific classes, additional numbers of credits, etc.? If so, discuss those.
- What about the graduation test required in 1993? Are the 1993 seniors taking the classes to prepare them for those tests? Point out that government is not required to graduate but will be tested. Geography and humanities are also proposed for future tests.
- Make copies of the High School Planning Guide on page 11. Ask students to fill these out (in pencil) according to classes for which they have credit and classes in which they are currently enrolled. What other classes do they need to:

Meet Oklahoma graduation requirements Meet district graduation requirements Meet graduation test preparation Meet career preparation requirements

High School Planning Guide

Name _____ Graduation Date _____

9th English: Math: Science: Social Studies: Electives:	11th English: Math: Science: Social Studies: Electives:
10th English: Math: Science: Social Studies: Electives:	12th English: Math: Science: Social Studies: Electives:

9-12 Graduation Checks

Oklahoma Requirements

On Schedule

Deficient

English 4

Grammar and composition, American literature, and English literature shall be taught as part of these 4 units. Speech and/or journalism taken during the fourth year may be substituted for the fourth year of English.

Social Studies

American History 1
 World History 1/2
 Oklahoma History 1/2

Math 2 (one unit may be business math)

Science 2 (one lab required)

Electives 10

(Should be used to fulfill district, graduation test, and career preparation requirements)

* 3 units required for admission to public 4-year colleges or universities.

Graduation Test

(Optional)

Geography
 Government
 Humanities

Career Preparation

(Optional)

District Requirements

- If students have completed the assignments on exploring careers (see "World of Work, Training and Education Options" and the essay contest on page 40), these sections on career preparation classes will be ready. If not, further study may be necessary.
- After students have completed this planning guide, have them take it home and share the information with their parents. Parents should sign that they have received the plan of study and agree to it. A copy should be maintained in the student's file for future reference.
- If parents have questions or do not agree with options chosen, use this opportunity to schedule a conference to help parents and students work together in planning a successful school career.

INVOLVING PARENTS

Parents and teachers are the most influential people in a student's choice of career. Parents are most supportive of teachers when they not only are aware of what is being taught but can also participate in a productive way. Make copies of the article "Door of Career Opportunities" on page 6; then send home to parents. Better yet, have a career education night where parents and students both come to learn about up-to-date career information. Have a special presentation for parents on ways to help their students. This is appropriate at all levels but will be particularly effective for those students planning and making decisions about what classes to take to meet their specific career goals.

OBTAIN AND MAINTAIN A JOB

Knowing how to complete required written applications and possessing appropriate interview skills are just as important as knowing where to look for a job. Once students have reviewed and completed a personal assessment and narrowed their area of interest, it is time to seek employment. But where can students look for employment information and how can they apply for that job? How does the student communicate appropriately for different occasions, audiences, and purposes?

Objective: The student should be able to demonstrate the ability to communicate effectively.

Activities:

- Have students read all the articles and list all of the sources for employment opportunities discussed in Oklahoma Career Choices. (There are several articles that discuss agencies which provide this information.)
- Obtain "Help Wanted" ads and job listings from local job service offices. Have students decide whether they would apply for a particular job based on the information given or if they need additional qualifications.
- Discuss with students the content of various courses that teach marketable skills. How many classes are they enrolled in that teach those skills? What classes are they. What skills are taught? Would this help qualify them for a job?
- Provide students with the definition of a resume. Discuss its importance and how it is used (See page 7). After discussion, have students read and follow the instructions on completing their own resume on page 8.
- Have students read the information on page 7. Discuss what should go into a resume, and provide sample copies for the students to analyze and discuss.
- Students should select one job opportunity from the job listing discussed before and write a resume to apply for that position.
- Ask students to form partnerships and have students critique each other's work before it is finalized.
- Have students assume that they have received an interview appointment for the job applied for. Have students read the article "Clues For Interviews" on page 9.
- Before the interview is to take place, have students formulate questions they would ask a prospective employer.

- Have students formulate questions in anticipation of what an employer might ask.
- Have students complete the application for employment on page 9. Remind them that the information requested is almost always the same on each application. **Helpful Hint:** Students could complete the application and carry it in a purse or wallet so that the information will always be available when an opportunity arises.
- Discuss appropriate interview techniques:
 - wear appropriate clothes
 - arrive early
 - be prepared with all necessary information
 - leave friends at home
 - don't chew gum
 - don't bring head-set/radio to interview
- Have students enact the techniques, if possible. For example, have students come to school the next day dressed for a job interview.
- Provide opportunities in the class for students to practice interviews. Ask industry people who hire high school students to speak to the class and demonstrate an actual interview.
- Have students practice writing a thank you note to a company after the interview. Discuss the purpose of a thank you note after the interview.

Employers tell us that they can work with new employees to learn company operations and specific uses for their skills. However, the biggest problem employers say they have with new employees is a lack of "people" skills-- the ability to get along with supervisors and co-workers. This problem, more than any other, results in job termination.

Students who have difficulty getting along with teachers (often referred to as a personality clash!) may have difficulty getting along with, any authority figure, including the boss. If students frequently spend time in the counselor's office or principal's office because of confrontations with other students (either physical or verbal), they may have similar problems with co-workers.

- Have students read "Keeping A Job" on page 38. Point out to students each part of the list and discuss its importance. Find a way to practice these ideas in the classroom for a period of time. See if classroom atmosphere improves.
- Finally, point out that schools, with accompanying rules, conflicts, and opportunities, are the practice areas for students to learn their skills--much like gymnasiums are for sports. How well students practice individually and as team members will determine how successful they will be in their career.

OKLAHOMA CAREER CHOICES

Evaluation Form

1. Please rate the following articles as 1 = Very Useful, 2 = Useful, 3 = Not Very Useful, or 4 = Not Applicable.

- ___ Develop Good Decision-Making Skills
- ___ Find Out Who You Are
- ___ Counselors Can Help Your Career Plans
- ___ Door of Career Opportunities . . . Parents Are The Master Key!
- ___ Take Charge of Your Future: The Resume
- ___ Resume Worksheet
- ___ Match Your Housework Skills To Job Possibilities
- ___ Clues for Interviews
- ___ Career Information System
- ___ Student Success Stories
- ___ Oklahoma Educational/Training Sites
- ___ JTPA: Tailored Services For Oklahoma Citizens
- ___ The Job Corps Works!
- ___ DHS Offers Education, Training, and Employment
- ___ Education Gives Self-Esteem and Independence to Former DHS
- ___ Earn While You Learn: Become An Apprentice
- ___ Military: The Nation's Largest Employer
- ___ Financial Aid
- ___ Career Charts
- ___ Academic Preparation: "A Must For Athletes"
- ___ Obtaining Basic Skills for Success
- ___ How Far Will Your Paycheck Really Go?
- ___ Oklahoma Offers More Job Opportunities Than Ever Before
- ___ Oklahoma State Employment Service (Local Offices)
- ___ Keeping A Job
- ___ Libraries! A Great Source
- ___ Suggested Resources
- ___ Essay Contest
- ___ How to Use *OK Career Choices* . . . As a Teaching Tool

2. Did you find the information in the articles to be accurate? ___ Yes ___ No
3. Please list the articles which you think were inaccurate and specify the problem.

4. Please check the best time of the year to receive this publication?

☐ Fall ☐ Spring ☐ Winter ☐ Summer

5. Please check each of the items that you think applies to the *Oklahoma Career Choices*.

- ☐ Easy to read ☐ Too long ☐ Occupational descriptions
☐ Comprehensive ☐ Difficult to follow adequate
☐ Too technical ☐ Needs more detail ☐ Good Information
☐ Other, (please specify) _____

6. What did you like most about *Oklahoma Career Choices*?

7. What did you like least about *Oklahoma Career Choices*?

8. Please list ideas for additional articles for future issues of *Oklahoma Career Choices*.

A. _____

B. _____

C. _____

NOTE: If you are interested in submitting a written article for publication, please send it to the address listed below.

10. Would you be willing to receive copies of *Oklahoma Career Choices* C.O.D.?
 ___ Yes ___ No

Please provide the following information if you would like to receive future publications.

Name _____

Agency/School _____

Address _____

City & Zip Code _____ Phone Number _____

Please Mail This Form To:

SOICC - State Department of Vo-Tech
 1500 West Seventh Avenue
 Stillwater, Oklahoma 74074-4364

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